

PARTICIPANT WORKSHEETS: CONSIDERATIONS FOR ACTION PLANS
(FROM TDSJ2, APPENDIX 11W)

These participant worksheets can be adapted to any of the social justice issues considered in a social justice education course.

Step 1: Describe briefly the intervention or change or action plan you want to design.

Step 2: Use the table below to make notes about the perceived risk level for you in carrying out this intervention or change or action plan. Explain briefly the source of risk (such as challenges, difficulties, sources of anxiety, or loss of relationships, role, or status).

Perceived Risk Level

High Risk	Medium Risk	Low Risk

Step 3: Use the table below to make notes about the sphere of influence that is involved in your plan. Is this within your *personal* sphere of influence (one-on-one relationships with friends or family), or *institutional* sphere of influence (an organization you belong to, a group you work with, your school or classroom), or *social or cultural* sphere of influence (outside of people you know one-on-one or whom you work or interact with, such as your town or city or a national political or activist organization). Some examples might reach across spheres, for example, cases in which you have personal friendships or family relationships with someone you interact with at an institution and that involves larger social issues or that reach a large generalized audience (through music, for example).

Primary Sphere of Influence

(Mainly) Personal	(Mainly) Institutional	(Mainly) Societal/Cultural

Step 4: In the table below, make notes about the degree of collaboration you anticipate. Are there steps in your action that you will carry out alone or individually? Are there steps that will involve you collaborating in networks of several people? Are there steps that will involve your collaborating across groups of people, in coalitional activities? Be as specific as possible in listing the solo, network, and coalitional steps that you anticipate needing for your action. (For example, if your major action is to learn more about a subject, you might engage others in providing information about resources and then in talking with you about your new learnings. If you plan to change your curriculum, your networks might involve other teachers, and your coalitions might involve professional organizations.)

Degree of Collaboration

Individual Activities	Networks (one-on-one)	Coalitions (groups)